

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	New Horizons Children's Academy
Number of pupils in school	650
Proportion (%) of pupil premium eligible pupils	20% (129 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2021- July 2024
Date this statement was published	31/09/23
Date on which it will be reviewed	30/09/24
Statement authorised by	Cormac Murphy, Headteacher
Pupil premium lead	Coral Doughty, Assistant Headteacher
Governor / Trustee lead	Lee Round

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 193,900
Recovery premium funding allocation this academic year	£ 20,445
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£214,345

Part A: Pupil premium strategy plan

Statement of intent

We believe that every young person in our community deserves to have the best opportunities at life, regardless of their individual circumstances. Education is the key to accessing these opportunities and we support and develop every member of our community to:

- Think about their Thinking
- Best their Best self
- Shape their success

In this way, Thinking Schools Academy Trust transforms life chances.

We aim to deliver 'Total Education' through a cognitive framework, to create transformational change for all children, including our most disadvantaged pupils. Total Education recognises the totality of the work we do with our children and is a set of aspirational outcomes we aim to achieve with our children, based on self-awareness, understanding and knowledge. By supporting our children to achieve these outcomes, we aim to overcome social injustice and the unfairness in our society.

Key Principle: Pupil Premium strategy is rooted in whole school ethos.

We believe that schools can make a difference. Through quality first teaching and careful planning, we can make a huge impact on the outcomes of disadvantaged children. Quality teaching helps every child. We will use the Pupil Premium to improve teaching quality for all children, with a particularly positive effect on children eligible for the Pupil Premium Grant.

We are taking an evidence informed approach to our strategy. By adhering to and further developing the Teaching and Learning Strategies that are successful across our school, we will tackle the challenges faced by our children.

We have a tiered approach to Pupil Premium Spending, ensuring a balance of approaches with a focus on each of:

- 1) Teaching e.g. *professional development, recruitment and retention, support for Early Careers Teachers*
- 2) Targeted academic support e.g. *structured interventions, small group tuition and one to one support*
- 3) Wider Strategies e.g. *behaviour/emotional support for children, breakfast clubs, increasing Attendance, priority club places, developing Cultural Capital for all.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance and levels of persistent absence for disadvantaged pupils compared to all children.
2	On-entry to school reading and vocabulary levels for disadvantaged children.
3	School readiness for learning for some pupils, where outside factors pose additional challenges for the children (e.g. safeguarding, housing, lack of digital devices at home) and the impact this can have on pupil well-being.
4	Many PP children have had limited opportunities to develop their cultural capital, missing on experiences that many other children have taken part in outside school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
During the first year of the strategy, attendance for PP children was below the rest of the school average. By increasing the children's attendance, these children will benefit from the learning opportunities provided by the school.	Reduce the number of PA among pupils eligible for PP to 5% or below. Overall PP attendance continues to be in line with National averages for all pupils.
Speech and language skills in Foundation Stage are typically lower for pupils eligible for PP than other pupils. This slows phonics understanding and reading progress and attainment in ELGs. The school aims to provide a language rich environment which models and scaffolds quality interactions.	<p>Pupils eligible for PP in Foundation Stage make rapid progress with a greater proportion age related expectations by end of Reception in reading and writing.</p> <p>Pre-teaching and additional language exposure will ensure that pupils eligible for PP have as much, if not more, language exposure as their peers.</p> <p>To increase the percentage of pupils eligible for PP attaining the required standard in the phonics check. To ensure that the vast majority of Year 2 children who are eligible for PP achieve the required standard in the check retake.</p>

<p>Pupils can display poor emotional intelligence when faced with challenges. This impacts on their readiness to learn and can reduce progress within a lesson culminating across the year. By raising resilience and developing a positive attitude to learning, pupils will be willing to extend and challenge themselves and a greater proportion will be ready at key transition points.</p>	<p>Fewer behaviour incidents recorded for these pupils on the school system.</p> <p>The use of ELSA and PSHE to teach and support the understanding of emotional intelligence in order to empower children with 'tools' to combat challenges they may face in an appropriate manner.</p> <p>The school has established a range of pastoral approaches such as Lego Therapy and MIND counselling to support children with the challenges they face.</p>
<p>Ensuring children experience 'total education' enables children to develop their cultural capital, minimising and cultural deficit they have experienced outside school, therefore widening their possibilities for life beyond their Primary years.</p>	<p>Children are exposed to a wider range of experiences from which to learn and apply knowledge to.</p> <p>Families of children eligible for PP are offered financial support and contributions towards trip or experience costs to ensure finances are not a barrier to children taking part in these culturally rich and educational experiences.</p> <p>There is a greater uptake of enrichment activities which will also support vocabulary acquisition.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £112,196

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Improve the proportion of quality first teaching and learning across the school through coaching and mentoring.</p>	<p>All teachers are given CPD and are supported through observations and monitoring throughout the year. Lessons are planned and delivered to allow all children to be able to access the age-appropriate learning or the learning appropriate to their development. Of this, 23% are pupil premium children. <i>The children will benefit from highly skilled teachers who can adapt the curriculum effectively so that all pupils are challenged and inspired, (EEF).</i></p> <p>All Teaching Assistants work specifically to support all children with their learning both in class and through specific intervention. Of these groups, 23% are pupil premium children.</p>	<p>2,3,4</p>
<p>Developing metacognitive and self-regulation skills in all pupils both in lessons and woven throughout pastoral/form system. This will involve ongoing teacher training and support.</p> <p>Bespoke, well-sequenced whole school 'Thinking curriculum' based on meta-cognitive</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. This contributes to our mission to help children beyond their Primary education with the endeavor to give our pupils the tools to learn, retain knowledge and navigate challenge through self-regulation and meta-memory.</p> <p><i>Further evidence found:</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>CPD on the impact a well sequenced curriculum has, and the importance of utilising the National Curriculum statements in chronological order. <i>'A number of systematic reviews and meta-analyses have consistently found strategies</i></p>	<p>2,3,4</p>

<p>approaches to learning to widen children's experiences and knowledge:</p> <ul style="list-style-type: none"> • CPD and support on creating knowledge banks to support and scaffold learning • Cultural Capital opportunities, such as school trips to support writing, for example. 	<p><i>related to metacognition and self-regulation to have large positive impacts. Most studies have looked at the impact on English or mathematics, though there is some evidence from other subject areas like science, suggesting that the approach is likely to be widely applicable.'</i> (EEF Toolkit)</p>	
<p>A wide range of learning activities available to extend children's oracy, sporting, performing, artistic and creative skills.</p> <ul style="list-style-type: none"> • Art clubs • Artsmark • Choir • Music lessons • PE coaches 	<p>Through the development of 'Thinking Curriculum Areas', there will be a systematic approach to providing a wide range of opportunities and projects for pupils to benefit from, both within and beyond the school day. In addition to wider experiences which will develop vocabulary, there will be enhanced opportunities for collaborative teaching and learning approach. In general, <i>'research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact.'</i> (EEF)</p> <p>Pupils will learn from highly skilled teachers who can adapt the curriculum effectively so that all pupils are challenged and inspired.</p>	<p>2,3,4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £72,159


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support in class and interventions.</p> <p>To pre-teach skills so pupils are prepared for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, key vocabulary, concepts in GPaS and Mathematic calculation strategies and terminology.</p> <p>To prioritise reading with TAs if pupils are unable to read at home, at least 3x weekly.</p> <p>To invite PP pupils to targeted support groups after school and during lunchtime</p>	<p>To develop individual TAs knowledge and skill within a given area so that they become 'experts in their field'.</p> <p><i>'Studies showing that TAs have a positive impact on pupil attainment list a variety of benefits for pupils. Wilson et al. (2003) found that TAs improve pupils' learning experience, boost pupil motivation and self-esteem, establish good relationships with children and are largely favoured by parents.'</i> Chartered College, 2018.</p> <p><i>'Analysis of data from PIAAC supports past research on the association between soft skills (some of which can be gained from extra-curricular activities) and intergenerational social mobility. Our research found a correlation between higher levels of soft skills (readiness to learn, problem-solving, and planning skills) and upward social mobility defined as having higher educational achievement than parents.'</i> Department of Education and Institute for Policy Research, University of Bath</p>	<p>2,3,4</p>
<p>To provide dedicated time and support to help build pupils emotional development through whole class, small group and individual support.</p> <p>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom.</p>	<p>Dedicated emotional support (ELSA x1 100%) Provide targeted SEMH interventions led by a trained TA in the sensory area (Ta x3 5%)</p> <p>PP pupils' emotional needs are met to enable learning. Consider Maslow's Hierarchy of needs: basic physiological safety is needed in order to flourish.</p>	<p>3</p>

<p>Accelerated progress for pupils in receipt of PP who are also in the 20% attaining pupils in reading Teacher led additional phonics teaching for Y1, Y2 and Y3</p>	<p><i>'Students must hear fluent readers begin modelling if they are to understand how they should sound when they read fluently.'</i> (Miller and Veatch, 2011). <i>"Research has shown that matching speech to print is an underlining skill of a specific word learning"</i> (Jennings, Caldwell, and Lerner, 2014)</p> <p>Small, focus group, streamed phonic groups are run through a well-established phonic program, Little Wandle on a daily basis.</p>	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,990

Activity	Evidence that supports this approach	Challenge number (s) addressed
Attendance systems in place to track and improve attendance of disadvantaged. Regular parental engagement re: attendance and PA	<p>As outlined in the research below, lack of attendance can be one of the single biggest factors in attitudes to school and attainment</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p> <p>PA could suggest further concerns, such as Safe Guarding and should be treated with urgency and as per policy.</p>	1
There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extracurricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Participation may be organised as regular weekly or monthly activities, or more intensive programmes, such as summer schools or residential courses.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	2,3,4
<p>Externally provided programmes:</p> <ul style="list-style-type: none"> • Little Wandle • Picture News • Jigsaw PSHE • Test Base • Toe by Toe • Ed Shed • Reading Eggs • Maths Seeds 	<p><i>'Ensure high quality consistent teaching of phonics and early reading for every child in every classroom and help you continue to grow a love of reading in your school.'</i> Little Wandle.</p> <p>Picture News offers topical issues for pupils to discuss and debate. British values are lived and experienced during the debate and through the vote process.</p> <p><i>"High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities,</i></p>	

<ul style="list-style-type: none"> • Behaviour Watch • Safeguard 	<p><i>responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.” Department for Education (DfE)</i></p> <p>Build pupil confidence; Save time; Tailor assessments to meet the needs of all pupils.</p> <p>23% of pupils access the above.</p>	
<p>Additional allocated funds to ensure all PP children have the same opportunities as their non-disadvantaged peers regarding the school’s demographic</p>	<p><i>The EEF stress the importance of PP pupils having the same opportunities as their non-disadvantaged peers, (Using pupil premium EEF (educationendowmentfoundation.org.uk)); Maslow’s Hierarchy of Needs states that children need their physiological and safety needs met before they can move forward towards self-actualisation and being able to learn. The pupil premium funding is used towards supporting pupils to have these needs met, to bring them in line with their peers’ opportunities.</i></p>  <p>The diagram is a pyramid divided into five horizontal layers, each with a different color and text. From top to bottom: 1. Blue layer: 'Self-actualization' with subtext 'desire to become the most that one can be'. 2. Green layer: 'Esteem' with subtext 'respect, self-esteem, status, recognition, strength, freedom'. 3. Yellow layer: 'Love and belonging' with subtext 'friendship, intimacy, family, sense of connection'. 4. Orange layer: 'Safety needs' with subtext 'personal security, employment, resources, health, property'. 5. Red layer: 'Physiological needs' with subtext 'air, water, food, shelter, sleep, clothing, reproduction'.</p>	<p>1, 3, 4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4</p>

Total budgeted cost: £214,345

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance data for our school's disadvantaged pupils during the 2022/23 academic year using the Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils have changed during this period.

The attainment gap between our disadvantaged and non-disadvantaged pupils remains, which reflects the picture nationally.

Our observations and assessments demonstrated that pupil behaviour improved once again last year, but challenges in relation to well-being and mental health remain higher than before the pandemic. The impact on disadvantaged pupils continues to be particularly acute.

Data:

12% of our pupils eligible for Pupil Premium in Year 6 2022/23 achieved a grammar school place in the Medway and Kent test, an increase on the year before.

3/6 (50%) of our pupils eligible for Pupil Premium achieved age-expected standard in the OxEd Language Screening Assessment which is broadly in-line with non-PP pupils, evidencing the impact of our language interventions.

Year 1 2022/23 phonics check – 63% eligible PP pupils passed, 67% Nationally.

KS1 2022/23 end of Key Stage Combined for eligible PP pupils – 19%, achieved the expected standard.

NHCA – Reading 25%, Writing 25%, Mathematics 50%

National – Reading 54%, Writing 44%, Mathematics 56%

KS2 2022/23 end of Key Stage Combined for eligible PP pupils – 44%, broadly in line with the National of 44%.

NHCA: Reading 50%, Writing 54%, Mathematics 53%

National: Reading 60%, Writing 58%, Mathematics 59%.

The above evidences that children in eligible for Pupil Premium funding attained broadly in line or below the national picture. The focus has shifted to the explicit additional provision in place for disadvantaged children for the academic year 2023-24.

Enrichment experiences:

Funding was used to provide access to school trips, visitors to the school, performances, etc. allowing children to access these opportunities to enhance their learning and cultural capital opportunities. As a result, finance for such activities is no longer a barrier for these children. We use Pupil Premium to offer extra-curricular music lessons to some KS2 children who would otherwise not be able to access this offer. Children have taken part in Art, reading and writing workshops and have access to quality subject specific experiences with our local grammar schools for such subjects as French and Science. This is to ensure that our curriculum offer is as broad and as balanced for all as possible.

All children in the school last year had the opportunity to work towards achieving the Arts Award, with children in Years R-4 achieving the Discover Award, and children in Years 5 and 6 achieving the Explore Award. We continue to use our ELSA trained member of staff to provide emotional literacy support for children as well as a specialist MIND staff member, offering children a safe space physically or mentally when home or school may become overwhelming for the young person. This has contributed to the reduction of behaviour incidents across the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle	Letters and Sounds
Picture News	Picture News
Jigsaw PSHE	Jigsaw PSHE, Jan Lever Group
Test Base	AQA
Toe by Toe	Keda publications
Ed Shed	Ed Shed
Reading Eggs	3P Learning
Maths Seeds	3P Learning
Behaviour Watch	Behaviour Watch
Safe Guard	Safe Guard

Service pupil premium funding:

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information:

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- utilising the Tuition Programme to ensure pupil premium children are prioritised for catch up learning.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- a new trial for raising the profile of children in receipt of pupil premium will be rolled out this year, which includes marking and feedback priority, teachers being able to talk in depth about their PP children and the pilot of a new pupil premium progress passport.
- a pilot longitudinal study will be in place to consider the comparison of like-for-like peer progress to track the effectiveness of the support that goes into raising the attainment, progress and capital of children with receipt of pupil premium.

Planning, implementation, and evaluation

In planning the pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.